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ABSTRACT

The major goal of this project was to promote a process of self-evaluation and task reexamination for the 11 division chairmen and the dean of instruction at Los Angeles Harbor College. To identify needed procedures and to clarify responsibilities, chairmen responded to two questionnaires. The first was distributed to all members of the Curriculum and Instruction Committee of which the 11 division chairmen are the only voting members. Each member was asked to evaluate 61 selected college responsibilities on the basis of importance. The four responses were, in order of decreasing importance: (1) must recommend approval; (2) must be consulted; (3) may be consulted; (4) must be notified. A two-thirds margin in the two highest categories established 20 of the 61 given responsibilities as proper functions of the committee. The second questionnaire asked division chairmen to indicate their comprehension of 53 major responsibilities and the procedural obligations relating to each. Of these, 33 were identified as requiring either clarification or written procedures. The preparation of a manual of procedures for divisional chairmen is the anticipated end product of this study. Questionnaires results are organized into tabular form throughout, and the survey instruments are appended. (NHM)

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THE DEVELOPMENT OF A DIVISION CHAIRMANS PROCEDURE MANUAL

by

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Los Angeles Harbor College

September 1975

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
BACKGROUND AND SIGNIFICANCE	2
PROCEDURES	
Initiation of the Study	5
A Plan for the Study	6
Collection of the Data	8
Treatment of the Data	10
Limitations of the Study	12
FINDINGS AND INTERPRETATIONS	
The Role and Function of the Curriculum and Instruction Committee	14
Chairmens' Perceptions and Understanding of Duties	18
Selection of Needed Procedures	20
RECOMMENDATIONS	24
BIBLIOGRAPHY	29
APPENDIXES	
A. Questionnaire: Clarity of Responsibility and Procedures for Selected Duties of Division Chairmen	32
B. Questionnaire: Role and Function, Curriculum and Instruction Committee	39
C. Procedure Manual for Chairmen: Telephone Survey	48

Page

D. Duties of Division Chairmen Los Angeles Harbor College 50

E. Class Description: Department Chairman Los Angeles Community College District 53

F. Recommended Format for Procedures Dividion Chairmens Procedures Manual 56

INTRODUCTION

In the fall of 1974, Los Angeles Harbor College was a twenty-six year old institution with a total student enrollment of over 11,000 students, 167 full-time day instructors, and over 200 part-time evening instructors. The instructional program was administratively organized into 11 divisions, each headed by a division chairman. The divisions varied in size, being constituted of faculty from as few as two and as many as six disciplines. Where there were a number of instructors, usually more than three or four, in a single discipline, a nominal department designated by the name of the discipline was recognized. Division chairmen reported to the dean of instruction for the majority of their duties but also reported for specified functions to the dean of student personnel, the dean of educational services, and the assistant dean of instruction for evening and outreach.

The chairmen were guided in their duties by task-oriented general bulletins and by oral communication with the dean, but, most of all, by knowledge born of

experience or related verbally by a predecessor. Although the chairman's duty statement described the general nature of his responsibilities, very few procedures had been set forth in print. This largely oral tradition had placed heavy dependence on the experience of chairmen and of the clerical staff in the Office of Instruction. It also had resulted in an increasing number of problems of communication and direction as chairmen operated in individualistic patterns.

The president, dean of instruction, and the division chairmen agreed that the College had grown in size and complexity to an extent that required the preparation of authoritative guidelines for administrative procedure at the division level.

BACKGROUND AND SIGNIFICANCE

A telephonic survey of ten community colleges in southern and central California established that only two had prepared procedure manuals for their chairmen (Appendix C). These two colleges reported them to be useful and planned to continue their publication.

Most of the deans of instruction to whom the inquiry was addressed expressed interest in the proposal of Harbor College to prepare a chairman's procedure manual. A number requested that a copy of the manual be addressed to their attention. Most respondent colleges indicated that they were utilizing the chairman's duty statement, special bulletins, and/or references in the college faculty handbook as the only written procedural guidelines for department or division operation. A search of the ERIC document file developed no listings related to manuals of this type for community college division or department operation.

The need for a chairman's procedure manual at Harbor College was more acute than that expressed by other colleges for the following reasons:

1. The duty statement of division chairmen was last updated in 1959. An examination of this statement revealed a number of duties no longer performed. Not surprisingly the duties of chairman had expanded and encompassed areas of responsibility which did not exist in 1959. Indeed the scope and nature of the authority of the chairman in some of these areas was questioned by the

faculty senate and by the chairmen themselves.

2. The dean of instruction was new to the College, having been appointed upon the retirement of his predecessor in August of 1974; the assistant to this dean also retired in 1974. The clerical staff of the Office of Instruction, thus, provided the only link of continuity between the old and new officers of instruction. Working relationships which had placed heavy reliance upon mutually understood practices and conventions were placed under particular strain because of the lack of experience of the instructional officers.

3. The scope and jurisdiction of the College Curriculum and Instruction Committee, principally composed of the eleven division chairmen and the dean, was poorly understood. Its functions were commonly confused with those of the Executive Committee, the other major administrative committee on the Harbor College Campus. Clarification of the role of the Curriculum and Instruction Committee was related to that concerning the duties of chairmen (See 1 above). It became

evident also that the preparation of a procedure manual would not only bring to issue important questions concerning the role of division chairmen, that of the Curriculum and Instruction Committee, but, to an extent, the Office of Instruction as an administrative entity at Harbor College.

The significance of the study, therefore, extended beyond the need to clarify procedures to require an examination of the fundamental prerogatives and responsibilities of both the chairmen and the Curriculum and Instruction Committee. The procedures review required a critical examination of the chairman's duties which in turn might suggest needed revisions in the chairman's duty statement.

PROCEDURES

Initiation of the Study

Previous sections allude to the need for a manual of procedures as perceived by this writer who was the dean of instruction. This need was also revealed in the discussions of the Curriculum and Instruction Committee at its meeting on October 25, 1974. The committee recommended that work leading to the preparation of such a manual be commenced and that a subcommittee composed of volunteer chairmen, the director of insti-

tutional research, and the dean undertake this responsibility. The subcommittee was directed to plan its own procedures and to make periodic reports of its progress. It was understood that such procedures as were proposed or recommended for revision by the subcommittee be reviewed by the committee prior to adoption. The president of the College was made aware of these plans and gave approval to the proposed activities and goals of the committee and the dean.

A Plan for the Study

The subcommittee as constituted included two division chairmen, the director of institutional research, an administrative assistant from the institutional research office, with the dean of instruction as chairman.

Prior to the first meeting, the administrative assistant conducted a search of the literature. A search of the ERIC collection and of the Index of Doctural dissertations for the previous five years developed useful references but did not reveal any reference to the preparation of a chairmens' manual. A telephonic survey of ten Southern California Community Colleges was conducted which found only one that had prepared a manual exclusively concerned with procedures for the use of division or department chairmen (Pierce, 1973).

Another college, Cypress College, was cited by ERIC but it was determined that procedures for chairmen were incorporated in the college handbook rather than as a separate publication.

The chairmens' duty statement was examined as a potential "foundation" document to suggest an organizational framework for a procedures review. It was soon apparent that the statement was too brief to serve this purpose. It had been prepared some 17 years previously and, not surprisingly, was in need of revision (Appendix D).

A search of the latest faculty handbook of the College developed some twelve references to the responsibilities of chairmen and/or to procedures which involved them in their capacity as chairmen. These references were too fragmentary to provide the necessary framework for a manual of procedure. The faculty handbook had been prepared for the orientation and general information of instructors and it was agreed that this purpose would be compromised if an attempt were made to incorporate divisional procedures.

The subcommittee concluded that there existed no single compendium of duties and responsibilities around which a manual of procedures might logically be organized. Instead it was decided to categorize the responsibilities of chairmen according to a

modification of a classification proposed by Anthony (1972). Aided by, but not limited to, the outdated duty statement, the subcommittee sought to list those responsibilities which the chairmen and the Office of Instruction recognized as proper and current. This listing of responsibilities was to be the guide from which needed procedures would be identified and around which they might logically be organized (Appendix A).

There was also recognition that division chairmen at Harbor performed certain of their duties cooperatively as members of the Curriculum and Instruction Committee. Only by a review of the responsibilities of chairmen as they functioned as members of this committee was it possible to complete the search for needed procedures (Appendix B). Since there was no clear and concise description as to what these responsibilities were, the need for a clarification of the function of the Curriculum and Instruction Committee and of chairmen as they served as members of this committee was evident.

Collection of the Data

The subcommitte of chairmen requested information which required the following:

1. The preparation of a questionnaire to elicit the degree to which Harbor College divisfon

chairmen recognized and understood their procedural responsibilities and those of others, as these derive from a list of selected chairmens' duties. Chairmen were also asked to comment as to whether they believed written procedures to be necessary and, if so, for whom. Opportunity was also provided for general comments of a kind other than that provided in the regular structure of the questionnaire (Appendix A).

2. The preparation of a second questionnaire to elict the perception of Harbor College division chairmen of the proper role and function of the College Curriculum and Instruction Committee and, inferentially, of their individual responsibilities as members of this committee (Appendix B).
3. A search and evaluation of existing documents of the College relating to chairmens' duties and the concomitant procedures. These included the Harbor College Chairmens Duty Statement (Appendix D), the "Class Description" for department and division chairmen of the Los Angeles Community College District (Appendix E), the Harbor College Faculty Handbook, and selected

documents from the files of the Office of Instruction and the Office of the President of Harbor College.

4. The development of a logical categorization of the duties of division chairmen which related such duties both to the basic responsibilities of the position and to procedures which either existed or which should be considered for adoption.
5. An investigation of the practice of other comparable institutions in the instruction of their chairmen relating to procedures to be followed by them in the discharge of their duties. This included a search of the literature and a telephonic survey of ten California Community College believed to be comparable in structure and needs to Los Angeles Harbor College (Appendix C).

Treatment of the Data

The preparation of a manual of procedures for chairmen was the anticipated end product of the study. It was not, however, the major goal of the practicum which was to promote a process of self-evaluation and task re-examination for both the division chairmen and the Office of Instruction.

Although the principal objective was process rather than product, it could not be successfully pursued until the basic information and rationale for the self-evaluation process was developed. As has been described, there was a need for a basic understanding of role and responsibility before the secondary consideration of which procedures were needed could commence. The data assembled needed to support the discussion and decision-making needs of the subcommittee and, subsequently, the Curriculum and Instruction Committee with respect to the following:

1. To indicate the proper role and responsibility of division chairmen as perceived by them.
2. To measure the degree of understanding by chairmen of selected major responsibilities and of the procedural obligations that derived therefrom.
3. To assess the extent to which there was recognition and acceptance of the listed procedures.
4. To provide information sufficient to support a decision by the chairmen as to which procedures needed to be written or revised.
5. To indicate the preception of chairmen as to the proper role and function of the Committee

on Curriculum and Instruction of which they were the principal members.

6. To guide the chairmen and dean in a revision, expansion, and update of the chairmens' and dean's offical duty statement.

The problem of consensus testing was addressed early in the study. Chairmen voted unanimous agreement that consensus on a given item, e.g. the response to a question from a questionnaire, be tested by vote and that the determining vote be two-thirds of those present. This convention was followed on the questionnaire on the Curriculum and Instruction Committee (Appendix B). Another criterion had to be followed on the questionnaire on chairmen's responsibilities (See page 24).

Limitations of the Study

An unavoidable element of presumption undergirded the entire study, namely, a number of duties and responsibilities of chairmen were inferred from sources other than the official duty statement. This was necessitated because the duty statement was more limited than the full scope of understood duties and because it was so old that no one asserted it to be the proper and sufficient description of what a chairman did. Put differently, a listing of only those procedures related to responsibilities set forth on the

duty statement would have omitted many procedures which were either operational or for which a need was recognized. This limitation, and this presumption, was recognized at the outset by the chairmen, dean, and president. It was the reason why the duty statement, logically the foundation for a procedure needs search, was replaced by a categorization of duties some of which lacked official approval at the time of the study.

It was also recognized that such a study as this might result in recommendations for more written procedures than subsequent practice could justify. A procedure might be supposed desireable whenever there are responsibilities involving an ordered sequence of activities. There are tendencies to overvalue the usefulness of procedures thus instituted and to underestimate the efforts required to prepare forms, update the procedure, and adjust to new and perhaps little-needed constraints. Imposing a formal procedure upon a certain activity may do little or nothing to improve the effectiveness and efficiency of that activity.

Lastly, there was recognition that the goal of instituting a self-evaluation of the roles and responsibility of division chairmen and that of the Curriculum and Instruction Committee was an ambtious one. The study was limited to chairmens' perceptions of responsibilities obviously required consideration of institutional need and the extent to which the president

wished to delegate administrative authority to chairmen.

FINDINGS

The Role and Function of the Curriculum and Instruction Comittee

A questionnaire was distributed to all members of the Curriculum and Instruction Committee which required committee members to react to sixty-one selected College responsibilities. The committee was constituted of the eleven division chairmen, the only voting members, and the following ex-officio members: coordinator, Library and Instructional Materials Center; coordinator, cooperative education; director, occupational education; assistant dean, college development; assistant dean, evening and outreach; assistant dean student personnel services, and: president of the faculty senate. Since the questionnaire was concerned with the function of the entire committee there was agreement that the total membership should respond, i.e., the voting would not be limited to the regular voting membership only on this important issue.

Each member was asked to evaluate the responsibilities on the basis of four-point graduated response

scale which permitted indication of the importance of each responsibility. The four responses, in order of decreasing importance, were: 1. Must recommend approval; 2. Must be consulted; 3. May be consulted; 4. Must be notified. If the respondent felt that the responsibility was not a concern of the committee, he was encouraged to indicate which regular committee of the College had jurisdiction. The total number of responses for some items were observed to be less than the total number (19) voting which indicated that some persons chose not to respond. For certain other items the vote was greater than the total number voting. This was to expected inasmuch as more than one response per item was appropriate when the respondent did not regard the responsibility as a proper function of the Curriculum and Instruction Committee (See Appendix B).

The committee analyzed the results of the questionnaire on the basis of the agreed criterion which was to require a two-thirds vote in order to establish a given responsibility as a proper function of the committee. As applied, this required that the responsibility receive a combined total vote of at least 12 in the two highest rated categories, i.e., "Must recommend approval", and "Must be consulted". A total of 20 of the 61 responsibilities met this criterion (See Table 1).

TABLE I

MAJOR RESPONSIBILITIES OF THE CURRICULUM AND INSTRUCTION COMMITTEE AS PERCEIVED BY COMMITTEE MEMBERS

(See Appendix B for Complete Questionnaire of 61 items)

Item Number	Responsibility	Must Recommend Approval	Must be Consulted	Total
1	Approval of New Courses	14	1	15
2	Approval of New Curricula (Programs)	14	3	17
3	Development of New Courses and Curricula	7	5	12
5	College Graduate Requirements (Certificate, A.A. Diploma)	12	3	15
6	General Education Requirements (California State Colleges and Universities)	10	3	14
7	Specially Funded Projects with Curricular Implications	7	6	13
8	Specially Funded Projects with Instructional Implications	7	6	13
10	College Budget: Instructional Equipment	5	8	13
11	College Budget: Instructional Supplies	5	9	14
12	College Budget: Additional Certificated Staff in Instruction	4	9	13
13	College Budget: Capital Construction, A. & I.	2	12	14
17	Academic Calendar (Recommended Starting and Termination Dates)	3	9	12
20	In-House Policy Recommendations for Hiring New Instructors	8	5	13
25	Policies for Allocation of Classrooms	9	4	13
30	Outreach Program and Policies	9	5	14
32	Programs for Instructional Innovation	8	5	13
37	Master Educational Planning	9	5	14
47	Policies and Procedure for Preparation of Divisional Budgets	5	7	12
49	Classroom Allocation and Utilization	6	7	13
51	Interdisciplinary Studies	9	3	12

TABLE II

MAJOR RESPONSIBILITIES OF THE CURRICULUM AND INSTRUCTION COMMITTEE AS PERCEIVED BY COMMITTEE MEMBERS

(See Appendix B for Complete Questionnaire of 61 items)

Rank	Item Number	Responsibility
1	1	Approval of New Courses
2	2	Approval of New Curricula (Programs)
2	5	College Graduate Requirements (Certificate, A.A. Diploma)
3	6	General Education Requirements (California State Colleges and Universities)
3	30	Outreach Program and Policies
3	37	Master Educational Planning
4	25	Policies for Allocation of Classrooms
5	20	In-House Policy Recommendations for Hiring New Instructors
5	32	Programs for Instructional Innovation
5	51	Interdisciplinary Studies
6	7	Specially Funded Projects with Curricular Implications
6	8	Specially Funded Projects with Instructional Implications
7	3	Development of New Courses and Curricula
7	11	College Budget: Instructional Supplies
8	10	College Budget: Instructional Equipment
9	12	College Budget: Additional Certificated Staff in Instruction
10	49	Classroom Allocation and Utilization
11	17	Academic Calendar (Recommended Starting and Termination Dates)
12	13	College Budget: Capital Construction, A. & I.
13	47	Policies and Procedure for Preparation of Divisional Budgets

A number of responsibilities which are either in curricular or instructional categories failed to meet the selective criterion. In some of these cases chairmen assigned responsibility to an administrative office (usually Instruction). The others, presumably, were regarded as the responsibilities of the chairman and/or his division rather than as concerns of the committee. This assumption is supported by comparison of the responsibility items of this questionnaire with their counterparts in the questionnaire on individual responsibilities (Appendix A).

In order to establish a rank order of the responsibilities listed in Table I, double weighting was given to responses in the "Must Recommend Approval" Category (See Table II). It was evident that the chairmen recognized the curricular responsibilities of the Curriculum and Instruction Committee as its highest priority.

Chairmens Perceptions of Responsibilities and Duties

Division chairmen were also asked to respond to a questionnaire which required them to indicate their comprehension of 53 major responsibilities and the procedural obligations relating to each (See page 7).

The responses were assessed by a four-point rating scale ranging from complete understanding to a statement,

"This responsibility and procedure requires clarification". For each responsibility the chairman was asked to indicate whether a written procedure was required and, if so, whether for all chairmen or new chairmen only. Provision was made for comment opposite each responsibility. This questionnaire, entitled "Clarity of Responsibility and Procedures for Selected Duties of Division Chairmen", with a count of responses for each item appears as Appendix A of this paper.

A number of interesting observations were possible:

1. There was a strong vote in favor of a written procedure in 10 areas even though chairmen indicated that they understood their responsibility and the related procedure for each rather well (See Table III).
2. Chairmen were uncertain of their responsibilities in the area of instructional support services. Only 3 or fewer chairmen indicated the highest level of understanding with respect to the cooperative education program (Item 11), the College communications officer (Item 25), the College Library (Item 28), the College Instructional Media Center (Item 29), and the counseling staff (Item 45).
3. Less than average understanding was indicated (5 or fewer responses at the highest level) for responsibilities in the area of community

relations. A need for clarification rather than written procedures was indicated.

4. There were 15 responsibilities for which 4 or more chairmen indicated a need for clarification. These items as well as the expressed need for procedures appears on Table IV A.
5. There were 19 responsibility areas in which the total number of responses requesting a written procedure totalled 5 or more (See Table IV B.).
6. There were 27 areas where three or more chairmen opposed the development of a procedure (See Table IV C.).

Selection of Needed Procedures

A meeting of the subcommittee was called to evaluate both questionnaires and Tables I, II, III, and IV derived therefrom.

The questionnaire on the role of the Curriculum and Instruction Committee definitely served to establish the function of this committee as perceived by its members and led to one of the major recommendations of this study.(See Page 24). It did not suggest any needed procedure which, perhaps, was to be expected inasmuch as the principal concern of this questionnaire was with

TABLE III

There is a strong vote for a procedure in 10 areas (V + VI => 4) even though chairmen indicated strong understanding of the procedure and their responsibility (I + II => 7).

ITEM	I + II	V + VI
1	8	6
9	7	5
13	7	6
17	9	4
19	7	6
33	8	4
34	8	5
37	7	5
42	7	5
44	8	4

INTERPRETATION: Are seeking clear authority or confirmation that they do indeed understand.

TABLE IV

A. Items in which 4 or more chairmen called for clarification (IV)

Item #	Clarification needed IV	Written Procedure required		Procedure not Required VII
		All Chairmen V	New Chairmen VI	
3	5	4	0	3
11	4	5	0	3
12	4	3	1	1
20	4	2	1	3
25	4	4	0	2
26	4	5	0	1
28	5	2	1	2
29	4	3	1	2
36	4	3	0	3
38	4	4	1	3
41	4	5	0	1
48	4	3	1	2
49	5	3	0	4
51	5	3	0	3
53	5	3	0	3

B. Areas in which 5 or more chairmen suggested a written procedure (V + VI $=>$ 5)

1 (6)	13 (6)	27 (5)	38 (5)
2 (7)	18 (5)	30 (5)	39 (5)
4 (6)	19 (6)	34 (5)	41 (5)
9 (5)	24 (5)	35 (5)	42 (5)
11 (5)	26 (5)	37 (5)	

C. Areas in which 3 or more chairmen opposed the development of a procedure (VII) (N = 27)

3 (3)	17 (3)	33 (3)	45 (3)
6 (3)	20 (3)	36 (3)	49 (4)
7 (4)	21 (3)	38 (3)	50 (4)
8 (3)	22 (3)	39 (3)	51 (3)
10 (4)	23 (3)	40 (3)	52 (4)
11 (3)	31 (3)	42 (3)	53 (3)
14 (3)	32 (3)	44 (3)	

TABLE V

RESPONSIBILITY ITEMS FOR WHICH CLARIFICATION AND/OR PROCEDURES ARE TO BE WRITTEN

Item #	Weight V+VI	Responsibility
2	(7)	Development of a new occupational program (curriculum).
1	(6)	Preparation, submission and approval of new courses.
4	(6)	Course articulation or coordination with other instructional divisions.
13	(6)	Coordination of division programs with College objectives.
19	(6)	Planning and preparation of the Master Educational Plan (Division's Section).
9	(5)	The function of and participation as a member of the Curriculum and Instruction Committee.
11	(5)	Cooperative Education Program.
18	(5)	Administration of the divisional supply and equipment budget.
24	(5)	Authorization for field trips and guest speakers.
26	(5)	Providing for the safety and security of personnel and property.
27	(5)	Faculty and classified conference attendance.
30	(5)	Classroom utilization and allocation.
34	(5)	Chairman's role in evaluating performance of instructors.
35	(5)	Orientation of new instructors.
37	(5)	Adjustment of grievances involving instructors at the division level.
38	(5)	Supervision of specially funded projects and relations with the Office of College Development.
39	(5)	Supervision of the level and content of the divisional instructional program.
41	(5)	Leadership of outreach classes and/or programs.
42	(5)	Supervision and evaluation of classified employees and student workers.
3	(4)	Course articulation with senior institutions.
12	(4)	Grading standards and policies.
17	(4)	Contributing to the update and improvement of the College Catalog.
25	(4)	Securing needed publicity and relations with College Communications Officer.
29	(4)	College Instructional Media Center - division relationship.
33	(4)	Assessing need for requesting additional instructors day, evening, and summer session.
44	(4)	Selection and evaluation of substitute and replacement instructors.
48	(4)	Division - student activity relationships including co-curricular programs.
20	(3)	Organization and maintenance of divisional records.
28	(3)	College Library - division relationship.
36	(3)	Providing in-service training (staff - development) for instructors.
49	(3)	Participation on community (non-occupational) advisory committees.
51	(3)	Assessment of community needs as they relate to curricular programs.
53	(3)	Providing advisory services to the community.

chairmen acting collectively as members of a committee rather than as individual divisional leaders.

The response to the other questionnaire on chairmens' perceptions of responsibilities and duties yielded quantifiable data as to the areas which required clarification and/or a written procedures. The subcommittee decided that all responsibility items which appeared in Tables III, Table IV A., and IV B. should receive further consideration with the liklihood that these responsibilities and related procedures be designated for inclusion in the procedure manual.

Eleven of the responsibilities appeared on both tables but a total of 33 different responsibilities fell within the selection criterion. These are set forth in Table V. The items are arranged in rank descending order according to the sum of the total for each item, columns V. and VI.

RECOMMENDATIONS

The subcommittee on the chairmens' procedure manual recommend the following to the membership of the Curriculum and Instruction Committee:

1. That written procedures and/or clarification be prepared for each of the 33 responsibilities listed

in Table V.

2. That chairmen participate in the writing of the procedures and clarifications. Each chairman will be assigned one of the responsibilities listed in Table III. For these responsibilities both a good understanding and a strong need for procedures was indicated. (A format to guide the write-up for each responsibility will be provided).
3. That the procedures thus authored provide the basis for discussion in meetings of the Curriculum and Instruction Committee. It is expected that this will not only serve to promote improvement and understanding of the procedure but will also result in a worthwhile review and clarification of the related responsibilities.
4. That the committee evaluate the effectiveness of the process followed in writing the first 10 procedures. It should then make recommendations as to how it wishes to proceed with the remainder of the selected procedures. The subcommittee strongly recommends a cooperative and participative process but recognizes

that the experience gained in preparing these first procedures may suggest means by which the writing or review can be improved.

5. That the Office of Instruction compile and provide for the regular updating of a procedure manual. It is felt that such a manual will not only be of particular value to the chairman but will also be a valuable reference to even the most experienced.

The Curriculum and Instruction Committee requests the dean of instruction to apprise the president of the results of the questionnaire "Role and Function, Curriculum and Instruction Committee" and of its vote that the 20 responsibilities listed below constitute its "major responsibilities". These responsibilities derive directly or inferentially from the duty statement of division chairmen who constitute the voting membership of the committee. The president is asked to indicate in whatever manner he may believe appropriate his reactions to the end that there may result a better understanding of the role and responsibility of the committee (See Appendix F).

Item No.	Responsibility
1	Approval of New Courses
2	Approval of New Curricula (Programs)

Item No.	Responsibility
5	College Graduation Requirements (Certificate, A.A. Degree)
6	General Education Requirements (California State Colleges and Universities)
7	Specially Funded Projects with Curricular Implications
8	Specially Funded Projects with Instructional Implications
10	College Budget: Instructional Equipment
11	College Budget: Instructional Supplies
12	College Budget: Additional Certificated Staff in Instruction
13	College Budget: Capital Construction, A. & I.
17	Academic Calendar (Recommended Starting and Termination Dates)
20	In-House Policy Recommendations for Hiring New Instructors
25	Policies for Allocation of Classrooms
30	Outreach Program and Policies
32	Programs for Instructional Innovation
37	Master Educational Planning
47	Policies and Procedure for Preparation of Divisional Budgets
49	Classroom Allocation and Utilization
51	Interdisciplinary Studies

Additionally, and by special vote, there was agreement to include Item No. 23, "Entrance Examinations, New Students," even though the total vote in the first two columns for this item was only six.

The dean of instruction recommends to the president that the duty statement of division chairmen be revised and that the guiding documents for this revision be the questionnaire which appears as Appendix A and the Los Angeles Community College District Class Description for Department and Division Chairman (Appendix E).

It is further recommended that approval be given for the preparation of a manual of procedures for division chairman as herein recommended. This manual, which is to be periodically updated, is to be used in the orientation of new chairmen and is to become the official College guide and reference for administrative practice at the instructional division level.

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APPENDIX A

QUESTIONNAIRE: CLARITY OF RESPONSIBILITY AND PROCEDURES FOR SELECTED DUTIES OF DIVISION CHAIRMEN

CLARITY OF RESPONSIBILITY AND PROCEDURES FOR SELECTED DUTIES OF DIVISION CHAIRMEN

No.	Responsibility	My responsibilities and procedural obligations and those of all other persons and/or offices are clear to me.	My own responsibilities and procedural obligations are clear to me, but I am uncertain of the duties and/or activities of others.	My own responsibilities and procedural obligations are clear to me, but I do not know the responsibilities of others.	This responsibility and procedure requires clarification.	A written procedure is required for: All Chairmen	A written procedure is required for: New Chairmen Only	Procedure is NOT REQUIRED	COMMENT
	CURRICULUM & INSTRUCTION	I	II	III	IV	V	VI	VII	VIII
1.	Preparation, submission and approval of new courses.	7	1		1	6		1	
2.	Development of a new occupational program (curriculum)	3		3	2	6	1	1	
3.	Course articulation with senior institutions.	3		1	5	4		3	
4.	Course articulation or coordination with other instructional divisions.	3	1		4	6		2	
5.	Evaluation of effectiveness of instructional course and programs.	3	1		4	4		2	
6.	Encouragement of instructional innovation.	5	2	1		3		3	
7.	Selection and recommendation of new textbooks for adoption.	8	1			2	1	4	
8.	Evaluating instructional aids and resources.	5	1		3	3	1	3	
9.	The function of and participation as a member of the Curriculum and Instruction Committee.	6	1		2	5		2	

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	CURRICULUM INSTRUCTION	I	II	III	IV	V	VI	VII	VIII
10.	Occupational Advisory Committees	5	1		1	3	1	4	
11.	Cooperative Education program	2	2		4	5		3	
12.	Grading standards and policies	5			4	3	1	1	
	GENERAL ADMINISTRATION								
13.	Coordination of division programs with College objectives.	7		1		4	2	2	
14.	Representing the division to the administration and to College and District committees.	8	1			2	1	3	
15.	Conduct and purpose of divisional meetings.	7	1	1		2	1	2	
16.	Preparation of the schedule of classes	8	1			3		3	
17.	Contributing to the update and improvement of the College Catalog.	6	3			2	2	3	
18.	Administration of the divisional supply and equipment budget.	3	3		2	5		1	

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	GENERAL ADMINISTRATION	I	II	III	IV	V	VI	VII	VIII
19.	Planning and preparation of the Master Educational Plan (Division's section)	5	2		2	5	1	2	
20.	Organization and maintenance of divisional records.	3	1	1	4	2	1	3	
21.	Initiating or facilitating adjustments in the class schedule effecting instructor load, room, time changes, etc.	5	1	1	2	3		3	
22.	Allocation of faculty office space.	6	2		1	3		3	
23.	Recommending needed alterations and improvement of facilities.	5	1	1	2	3		3	
24.	Authorization for field trips and guest speakers.	4	2	1	2	5		1	
25.	Securing needed publicity and relations with the College Communications Officer.	3	2		4	4		2	
26.	Providing for the safety and security of personnel and property.	4	1		4	5		1	

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	GENERAL ADMINISTRATION	I	II	III	IV	V	VI	VII	VIII
27.	Faculty and classified conference attendance.	5	1		2	4	1	2	
28.	College Library - division relationship.	2			5	2	1	2	
29.	College Instructional Media Center - division relationship.	3		2	4	3	1	2	
30.	Classroom utilization and allocation	6		1	2	4	1	1	
31.	Relationship with College Business Office and Student Store.	6		1	2	3		3	
32.	Relationship with campus Security Office.	5		1	3	3		3	
	DIVISIONAL LEADERSHIP								
33.	Assessing need for and requesting additional instructors day, evening, and summer session.	6	2		1	3	1	3	
34.	Chairman's role in evaluating performance of instructors.	8			1	4	1	2	
35.	Orientation of new instructors.	6		1	2	4	1	2	

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	DEPARTMENTAL LEADERSHIP	I	II	III	IV	V	VI	VII	VIII
36.	Providing in-service training (staff - development) for instructors.	4		1	4	3		3	
37.	Adjustment of grievances involving instructors at the division level.	4	3		2	3	2	2	
38.	Supervision of specially funded projects and relations with the Office of College Development.	3		1	4	4	1	3	
39.	Supervision of the level and content of the divisional instructional program.	4	1		3	5		3	
40.	Leadership of occupational programs.	4		1	3	4		3	
41.	Leadership of outreach classes and/or programs.	3	1		4	5		1	
42.	Supervision and evaluation of classified employees and student workers.	6	1		1	5		3	
43.	Duties and prerogatives of department head(s).	6			3	2	1	2	
44.	Selection and evaluation of substitute and replacement instructors.	6	2			3	1	3	

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	STUDENT RELATIONS	I	II	III	IV	V	VI	VII	VIII
45.	Division - Counselor relationships	3	2		3	2		3	
46.	Divisional consultation and guidance of students.	5	2		3	2	2	2	
47.	Scholarship and award selections	5			3	1	2	2	
48.	Division - student activity relationships including co-curricular programs.	4			4	3	1	2	
	COMMUNITY RELATIONS								
49.	Participation on community (non-occupational) advisory committees.	3			5	3		4	
50.	Representing the College and the division to community groups.	5			3	3		4	
51.	Assessment of community needs as they relate to curricular programs.	2	1		5	3		3	
52.	Response to inquiries from community groups relating to College or division programs.	5		1	2	3		4	
53.	Providing advisory services to the community.	3			5	3		3	

APPENDIX B

QUESTIONNAIRE: ROLE AND FUNCTION, CURRICULUM AND INSTRUCTION COMMITTEE

QUESTIONNAIRE

Role and Function
Curriculum & Instruction Committee

No.	Responsibility	Committee should be involved as indicated.				Committee does not need to be involved. Referral should be indicated.						
		Must Recommend Approval	Must Be Consulted	May Be Consulted	Must Be Notified	Executive Committee	Senate	Vocational Education Committee	Counseling Staff	Administrative Office List name(s)	Another Committee List name(s)	
1.	Approval of New Courses	14	1					2	1			
2.	Approval of New Curricula (Programs)	14	3					2	1			
3.	Development of New Courses and Curricula	7	5		3			2	1			
4.	Grading Standards and Policies	7	2		1			4	1			
5.	College Graduation Requirements (Certificate) (A.A. Degree)	12	3					2	1			
6.	General Education Requirements (California State Colleges and Universities)	10	3		1			2	1			
7.	Specially Funded Projects with Curricular Implications	7	6		2			1	1		INST 1	
8.	Specially Funded Projects with Instructional Implications	7	6		2			2	1		INST 1	

KEY: INST = INSTRUCTION
ED SERV = EDUCATIONAL SERVICES
STU P = STUDENT PERSONNEL
COL DEV = COLLEGE DEVELOPMENT
COM SERV = COMMUNITY SERVICE
COMM = COMMITTEE
PRES = PRESIDENT

QUESTIONNAIRE

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9.	College Policies for Conduct of Certificated Evaluations	7	4	1	1	1	3	1	1	INST 1	Professional Pers. Pol & Stand. 1
10.	College Budget: Instructional Equipment	5	8	2					1	ED SERV 1	IMC 1
11.	College Budget: Instructional Supplies	5	9	1			1		1		EDUC EXPEND. COMM. 1
12.	College Budget: Additional Certificated Staff in Instruction	4	9	1		1	1	1	1		
13.	College Budget: Capital Construction, A.& I.	2	12						1		ED SERV COMM. 1
14.	College Budget: Additional Classified Staff in Instruction	3	7	3		1	2		1		
15.	Registration and Enrollment: Policies	2	6	2	2	1	3	1	1	ADMIN. 1 STU. P. 1	STU. P. 1
16.	Registration and Enrollment: Dates	1	7	1	2	3	2	1	2	STU. P. 1	STU. P. 1

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17.	Academic Calendar (Recommended Starting and Termination Dates)	3	9		2		2	3		1		
18.	Orientation Programs for New Instructors	4	4	2	3			1		1	INST 1	
19.	Staff Development for Existing Instructional Staff	4	3	3	2			1			INST 1 COL. DEV. 1	
20.	In-House Policy Recommendations for Hiring New Instructors	8	5	2				3		1		
21.	Policy and Procedures for Student Grade Changes	4	5	1			1	4			STU. P. 1	GRADING 1
22.	Student Petitions for Grade Change	2		4			1	1	1	1	INST 2 STU. P. 2	GRADING 1
23.	Entrance Examinations, New Students	4	2	2	3				1	3	ADMIN 1 STU. P. 1	
24.	Publicity for College Instructional Programs	2	4	4	1			1	1		PUBLICITY INST 1 STU. P. 1	1

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25.	Policies for Allocation of Classrooms	9	4	1			2	1	2	INST 2	
26.	Community Service Programs		3	4	3	3	1		1	COM. SERV. 1	COM. SERV. COMM. 2
27.	Counseling and Guidance, Policies, and Procedures		1	4	3	2	1		4	STU. P. 1	STU. P. 1
28.	Campus Security and Safety	1		3	1	5	3	1	2	SECURITY 1 STU. P. 1 ED SERV 4	ED SER COMM 1
29.	Campus Maintenance and Operations	1	1	3		4	2	1	3	ED SERV 7	OUTREACH 1
30.	Outreach Program and Policies	9	5			1				INST 1	
31.	Policies for Faculty Conference Attendance	2	1	2	2	1	7	1	2	SENATE 1	
32.	Programs for Instructional Innovation	8	5		1					INST 1 COL DEV 1	

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33.	College Library Policies and Procedures	1	4	5	3		1			INST 1	LIB COMM 1 INSTITUTIONAL RESOURCES 1
34.	Library Book and Periodical Acquisitions	1	4	3	2		1			LIBRARY 1	LIB COMM 1 INSTITUTIONAL RESOURCES 1
35.	Occupational Programs, Approval, and Coordination	7	2	1	1			1	1	2	VOC. ED. 1	VOC. ED. 1
36.	Cooperative Education Programs	6	3	1	1			1	1	1	VOC. ED. 1	VOC. ED. 1 COOP. ED. 1
37.	Master Educational Planning	9	5				2	1			COL. DEV. 1	
38.	Policies and Procedures, Catalog Preparation	1	7	2	2			1		1	INST 4	
39.	Policies and Procedures, Schedule Preparation	4	6	1	2			1		1	INST 3	
40.	Textbook Adoption Policies and Procedures	6	4	2	1			2		1	INST 1	

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Q U E S T I O N N A I R E

Role and Function
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		Must Recommend Approval	Must Be Consulted	May Be Consulted	Must Be Notified	Executive Committee	Senate	Vocational Education Committee	Counseling Staff	Administrative Office List name(s)	Another Committee List name(s)	
41.	IMC Policies and Procedures	6	4	3	2			1	1	1	INST 2	LEARNING RESOURCES 1
42.	Student Grade Change Petitions	2	1	4				1	1	1	INST 2 STU. P. 1	GRADING 1 STU. P. 1
43.	Student Petitions for Exceptions from Curricular Requirements	3	1	3	1			1	1	2	INST 2 STU. P. 1	GRADING 1 STU. P. 1
44.	Evaluation of Instructional Program Effectiveness	4	6		1		1			1	INST 2	PRO STAND. 1
45.	Activities and Projects, College Office of Institutional Research	2	3	3	4		2			1	INST 3 COL. DEV. 1	
46.	Substitute and Replacement Instructors, In-house Policies and Procedures	6	3	1	3			2	1	1	DIVISIONS 1 INST 1	
47.	Policies and Procedure for Preparation of Divisional Budgets	5	7	1	1			2		1	INST 2	
48.	Allocation, Faculty Office Space	2	7	1			2	3	1	1	INST 1	ED. SERV.

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49.	Classroom Allocation and Utilization	6	7		2	1		1	1	INST 2	
50.	Remedial and Developmental Education	9	2	1	1			1	3		
51.	Interdisciplinary Studies	9	3	1	2					INST 3 STU. P. 1	
52.	Student Retention	1	6	2	1	2		2	2	INST 1	STU. P. 1
53.	Standards and/or Policies of Professional Conduct	2	3	1	2	2	7	1	1		
54.	Student Grievances, Policy & Procedure	1	5	3	1	2	2	1	1	INST 1 STU. P. 2	GRADING 1 STU. P. 1 STU SENATE 1
55.	Faculty Grievances, Policy & Procedure	2	3	2	1	1	7	1	1	INST 1	
56.	Community Relations Programs	1	4	2	3	3	2	1		COMMUNITY SERV. 1 PRES. 1	

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57.	Co-Curricular Programs	6		3			2				INST 1 STU. P. 2
58.	Policy: Instructional Field Trips	6	3	3			1	1			INST 3
59.	Policy: Guest Instructional Speakers	5	3	3	1		3	4	1	1	INST 1
60.	Faculty Handbook Content	1	3	5	1		4	6	1	1	INST 3
61.	Orientation and Staff Development of Division Chairmen	6	2	2			2	2	1	2	INST 3

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APPENDIX C

PROCEDURE MANUAL FOR CHAIRMEN: TELEPHONE SURVEY

Los Angeles Community College District
Los Angeles Harbor College
1111 Figueroa Place, Wilmington, California 90744
Telephone: 835-0161

49

March 27, 1975

Pursuant to the phone call made to your office today requesting a copy of any information available on procedures followed by your division/department chairmen, I would like to thank you for your cooperation.

We at Harbor College are currently in the process of compiling information on the subject with the purpose of using it to draw up a handy, usable manual on procedures for our division chairmen. The information you have sent us will be of great assistance in furthering this project. If you are interested, we would be happy to send you a copy of our manual when it is completed.

Sincerely,

Jack E. Smith

Jack E. Smith
Dean of Instruction

JES:TB:bd

CC:
Fullerton - Dr. Philip W. Borst
Golden West - Dr. William F. Shawl
Grossmont - Mrs. Trudy Hill
Long Beach - Dr. William C. Millington
Palomar - Dr. Virgil L. Bergman
Pasadena - Dr. Stanley L. Gunstream
Foothill - Dr. Harold Seger
De Anza - Dr. Donald Fraser
Cabrillo - Dr. Floyd Younger

APPENDIX D

DUTIES OF DIVISION CHAIRMEN
LOS ANGELES HARBOR COLLEGE

DUTIES OF DIVISION CHAIRMEN

1. Assists in development of curriculum as a member of the Curriculum and Instruction Committee.
2. Prepares division schedule of classes.
3. Acts as liaison between the administrator and the instructor, and between the student and the instructor.
4. Assists in the recruitment and selection of teachers.
5. Assists in apportioning supply and equipment money.
6. Supervises and evaluates instruction.
7. Assists the administration in the development of college policies in his capacity as a member of the Administrative Council.
8. Prepares catalog materials.
9. Initiates and processes alterations and improvements, maintenance, and repair and replacement requests.
10. Informs the administration of instructor needs.
11. Plans covering of classes in absence of instructor(s).
12. Prepares division and instructors' reports.
13. Assists in the selection of textbooks, recommends their final approval, and orders them.
14. Promotes and assists in the organization of advisory committees.
15. Orients substitute instructor(s) in absence of regular instructor(s).
16. Holds division meetings.
17. Makes certain that course outlines and library reading lists are prepared by all instructors in the division.
18. Processes equipment and supplies and audio-visual requests for members of the department.
19. Represents the college and the division at local and area meetings.
20. Takes responsibility for the maintenance of grounds and plant.

21. "Arbitrates" disputes within the division.

22. Coordinates examination materials within the division.

23. Promotes ordering and use of library materials.

24. Organizes and supervises In-Service training and institute programs.

APPENDIX E

CLASS DESCRIPTION: DEPARTMENT CHAIRMAN

LOS ANGELES COMMUNITY COLLEGE DISTRICT

LOS ANGELES COMMUNITY COLLEGE DISTRICT

PERSONNEL SERVICES DIVISION

54

CLASS DESCRIPTION
DEPARTMENT CHAIRMAN

A. Primary function:

Serves as an instructor and as a staff assistant to the dean and/or assistant dean of instruction; coordinates departmental activities; schedules classes; supervises and evaluates departmental employees; provides liaison between the administration and the department faculty.

B. Directly responsible to:

Dean and/or Assistant Dean of Instruction

C. Personnel supervised:

Certificated personnel as assigned
Classified personnel as assigned
Student employees as assigned

D. Responsibilities:

1. Provides leadership for improving the instructional program offered by the department.
2. Schedules and conducts departmental meetings to coordinate activities for the achievement of departmental goals and objectives.
3. Serves as department representative on the Departmental Council for the college.
4. Assists in recruiting and selecting new instructors for day and evening classes.
5. Assists with orientation of new instructors.
6. Prepares and submits for approval the schedule of classes for the department.
7. Prepares and submits for approval the teaching assignments for instructors in the department; coordinates the assignment of student instructors.
8. Serves in a liaison departmental role between students, faculty and administration.
9. Assists in the supervision and evaluation of instructors in the department.
10. Reviews the instructional program of all instructors in the department to insure that only approved textbooks and other approved instructional materials are used.
11. Coordinates the evaluation, selection, ordering and safe keeping of supplies and equipment for departmental use. Assists in planning for facilities.
12. Provides information to students about educational opportunities and assists them in selecting courses to achieve their educational objectives.
13. Assists in the interpretation of the departmental program and procedures to individuals and groups in the community including representatives of business, industry, labor and civic organizations.
14. Coordinates departmental surveys and studies.
15. Instructs classes as assigned.
16. Performs other related duties as assigned.

E. Knowledges, skills, abilities and personal characteristics:

1. Familiarity with administrative procedures and practices in the college.
2. Knowledge of departmental curricula and instructional program.

3. An understanding of the multiple functions performed by community colleges as a part of higher education.
4. Ability to earn the respect and loyalty of both administrative and faculty colleagues.
5. Ability to establish good community relationships.
6. Ability to write clearly and concisely and to make effective oral presentations.
7. Personal characteristics necessary for working with administrators, faculty members and students including wholesome personality, good judgment, tact and ability to cooperate with co-workers.

F. Qualifications:

Status:

Status as a full-time certificated employee of the District.

Credential:

A valid California credential authorizing teaching at the community college level.

APPENDIX F

RECOMMENDED FORMAT FOR PROCEDURES

DIVISION CHAIRMENS PROCEDURE MANUAL

RECOMMENDED FORMAT FOR WRITING PROCEDURES

CHAIRMENS' PROCEDURE MANUAL

1. Title (Give name of responsibility or procedure e.g. "Selection of New Instructors, Day")

2. General Description of the responsibility Procedure (e.g. "The College and District are committed to a merit employment procedures and central recuriting; there are more than 170 lists, ("pools"), of applicants whose files are in the District Office. Selection requires interview of at least 3 applicamts by a campus interview committee.....etc.")

3. General Responsibility (Name person who is responsible for the overall execution of this task to completion including the activities of classified personnel and other certificated persons, e.g. "Dean of Instruction" in the responsibility cited above)

4. Specific Responsibilities (Give name and specific responsibilities of each certificated and classified person, e.g. "Division Chairman: Recommends a selection and/or interview committee as provided by District regulations")

5. Special Comment (Reference should be made to official sources of information, forms required, etc.)

Note: Avoid unnessary detail. Use brief statements; they need not be complete sentences.

UNIVERSITY OF CALIF.
LOS ANGELES

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